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ABSTRACT

A pilot study was conducted of a model needs assessment procedure developed in response to new FCC regulations requiring noncommercial broadcasters to ascertain the needs, problems, and interests of their communities. The needs assessment procedure, conducted largely by volunteers, was implemented in three stages: (1) a telephone survey of the Austin and San Antonio, Texas communities, (2) a smaller telephone survey of 30 community leaders in each city, and (3) a personal meeting between station managers and community leaders who represented volunteer ascertainment panels. The surveys produced information concerning the diversity of perceptions of community needs and the relation of television to the needs. Characteristics of poll respondents were compared with census data to check validity. Generally, the panelists supported the findings of the survey. Better economic conditions, planning for growth, and better relations between the races were the three areas for improvement cited most in the surveys and panel discussions. The report discussed several possible problems that could stem from ascertainment requirements for noncommercial broadcasters. Appendices include the assessment procedure questionnaires in English and Spanish, and summarize the community survey results. (CMV)

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VOLUNTEER ASCERTAINMENT PANELS

Report by

Center for Communication Research
University of Texas at Austin

to

Office of Communication Research
Corporation for Public Broadcasting

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January 27, 1977

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ABSTRACT

First the report presents a brief synopsis of FCC ascertainment requirements for noncommercial broadcasters. Then it develops the policy behind the FCC requirements. Broadcasters have the social responsibility to be aware of community needs. Educational broadcasters express popular values and needs in a democratic society.

The present study sought to develop a model ascertainment procedure according to CPB recommendations. The project planned to design a flexible procedure that a station could easily administer at minimum cost. The stations should be able to apply the process to continuously ascertain community needs.

A telephone survey conducted largely by volunteers produced information concerning the diversity of perceptions of community needs and the relation of television to the needs. Characteristics of poll respondents were compared with census data to check the extent to which

they represent the cities. Community leaders were contacted by phone and mail. They reviewed the survey results and reported which needs of the communities they ranked the highest. Computer programs tabulated the results. Better economic conditions, planning for growth, and relations between the races were the three areas mentioned most often.

Through working with the station and volunteers we feel the station could integrate the ascertainment process into its normal fund-raising and public relations programs. The station's auction and membership drive workers can poll hierarchies of panels over an extended period of time to evaluate results from periodic community polls.

Several possible problems that could stem from FCC ascertainment requirements and decisions that will have to be made concerning them are also discussed.

INTRODUCTION

This report is a pilot study of a model procedure developed for the Corporation for Public Broadcasting in response to new Federal Communications Commission regulations requiring noncommercial broadcasters to ascertain the needs, problems and interests of their communities. The study was conducted by the Center for Communication Research at the University of Texas at Austin in collaboration with KLRN television.

The report addresses two main concerns. First it sets forth a model procedure. Second it describes how this procedure was implemented in an actual ascertainment conducted for KLRN in Austin and San Antonio. The report deals with recommendations about how the model could be improved and the viability of regulated, noncommercial ascertainment as a public policy.

This report contains only a small fraction of our statistical analysis of the survey data although what is included bears most directly on the ascertainment requirements. Our analysis yielded a computer printout nearly seven inches thick. Consequently we thought it advisable to present only a limited number of our findings in tabular form and digest the rest verbally.

FCC requirements are reviewed first in this report, then a general analysis of the policies of broadcaster accountability and responsibility underlying the requirements.

In a section on developing a model procedure, we discuss the constraints on noncommercial broadcasters in performing ascertain-

ment, and we stress the role volunteers can play in the process. In some detail, we then specify the method we used to ascertain the needs and interests of Austin and San Antonio. We specify problems and bottlenecks in the method as well as strengths. Generally, our method involves a volunteer-conducted random telephone survey of San Antonio and Austin, followed by evaluation of survey results by two levels of panels of community leaders. The second panel is composed of community leaders and principals or managers of the station. The findings of the survey and of the community leader panels are then set out. Twenty two tables from the computer runs are included.

However interesting the particular findings of our Austin and San Antonio surveys may be, a goal of this report is to describe a model procedure that can be useful to a wide spectrum of noncommercial broadcasters. We therefore included in the appendix complete questionnaires with Spanish translations, cover letters, interviewing protocols for panelists, coding forms, and other working papers of the ascertainment.

One by-product of actually performing an ascertainment is to re-examine the public policy of ascertainment. Since the FCC is free to change its policies at any time, we suggest problems that noncommercial broadcasting is likely to encounter in conducting ascertainment and suggest modification in the theory of regulation presently adopted by the commission. Generally, we observe that regulation of message-content will be beset by increasing problems of management and legal controversy.

One of the primary goals of this study was to develop a procedure that could be readily integrated into the ordinary operations of the broadcaster. The hierarchy of panels method appears to fulfill this need.

FCC ASCERTAINMENT REQUIREMENTS

FOR NONCOMMERCIAL BROADCASTERS

On March 11, 1976, the Federal Communications Commission issued its rules and policies relating to ascertainment of community needs and interests by noncommercial broadcasters. These requirements, like those imposed on commercial licensees in 1971, were drafted pursuant to the standard set forth in the 1934 Communications Act that broadcast licensees serve the "public interest, convenience, or necessity."

Although the courts occasionally find it treads perilously close to abridgement of First Amendment freedom of the press, the need to regulate the airwaves flowed out a purely natural phenomenon: the scarcity of space along the electromagnetic spectrum. In order for the public to get the benefits of television, radio, and many other communication devices, this natural resource had to be carefully controlled. The evolution of an utterly chaotic radio industry before the coming of the regulation in 1927 made it clear that effective use of the airwaves could only occur under government regulation. Because of the physical constraints built into it, the broadcast industry is perhaps the most natural of the "natural monopolies."

The new ascertainment regulations on noncommercial television broadcasters are very similar to those imposed on commercial broadcasters in the 1971 Primer. In essence they seem designed

to assure that top level managers and program planners of broadcast licensees have an intimate knowledge of the communities they serve. They are then expected to design programming to meet the needs and interests of their communities, although the specific nature and content of the programming is left to their judgment. The ascertainment guidelines imposed on noncommercial, usually educational, broadcasters were imposed partly in response to petitions for rulemaking filed by a number of parties. Since noncommercial broadcasting was no longer purely instructional in nature but actually competed for audience and resources with commercial broadcasters on many occasions, the Commission evidently was persuaded that it was unfair and unlawful not to impose the same sort of requirement on all broadcasters. Extremely low power stations (broadcasting at ten watts or less) used mainly for training student broadcasters were exempted from the requirements.

The following is an outline of ascertainment requirements imposed by the commission. It applies primarily to applicants for renewal of educational and other noncommercial television licenses. Although radio licensees are also required to ascertain, they may use "any reasonable methods designed to provide them with an understanding of the problems, needs and interests of their service areas." The ten point format followed below is that used by Normal M. Sinel and Eric H. Smith of the Public Broadcasting Service in a March 24, 1976 memorandum to member stations.

1. Each licensee, on a continuing basis, must ascertain the problems, needs, and interests of their service areas. The process must consist of a survey of community leaders and a survey of the general public, although the exact form of these surveys is somewhat flexible.

2. The station must compile demographic data on its community including the numbers of males and females of various ages, of minorities, etc. This data may be taken from U.S. Census Bureau publications or other reliable sources and must be kept in the station's public file.

3. The licensee must interview community leaders in at least nineteen categories named by the commission, provided each group is represented in the community served. Other important interest groups should also be represented. The basic categories are: agriculture; business; charities; civic, neighborhood and fraternal organizations; consumer services; culture; education; environment; government (all levels); labor; military; minority and ethnic groups including Blacks, Spanish-speaking or surnamed persons, American Indians, orientals, women; organizations of and for the elderly; organizations of and for women; organizations of and for youth and students; professions; public safety, health and welfare; recreation; religion.

4. The leaders contacted must be representative of the community but the number in each category is not specified, leaving open the possibility that one leader may be used in more than

one category. It appears that a "representative cross-section of community leaders" knowledgeable about 19 categories of issues is the goal rather than a slavish pigeonholing in one of 19 separate boxes.

5. For applicants for license renewal, at least half of the interviews must be conducted by management or principals of the station. While other station employees and volunteers may conduct the other half, their findings must be reviewed by management level employees or principals of the station. Applicants for new licenses must use managers and principals to conduct all their ascertainment interviews.

6. Interview formats are quite flexible including group meetings, on-the-air interviews, town hall settings, chance encounters, telephone interviews, etc. Questions asked should be open ended and responses should be documented.

7. No longer than 45 days after each interview, the licensee must place in its public file a leader contact report that includes the name, organization and title of the interviewee, the date, time and place of the interview, the problems and needs of the community discussed, the name of the interviewer's supervisor (if the interviewer is not a manager or principal) and the date of review of the session by a principal or manager of the station.

8. At least once during the license term or within six months of the filing of an application for a new license, the broadcaster must conduct a "roughly random" survey of the community of

license. For license-renewal applicants, this can be done by call-in programs or public meetings despite the inevitable response bias of these methods. Interviews with community leaders should be used to keep the findings of the public survey in perspective.

9. On the anniversary of the filing for license renewal each year, the broadcaster should place in its public files a list of up to 10 significant problems and needs existing in its service area and a list of programs presented during the previous 12 months designed to "treat" these problems and needs. These lists must be filed with the renewal applications every three years.

10. Statewide noncommercial broadcasters must conduct local ascertainments for each licensed station in their networks with the capacity to originate programming. Probably this only excludes "translator" facilities. Subsidiary stations are allowed more flexibility in conducting ascertainments.

RESPONSIVENESS TO COMMUNITY NEEDS

The legal bases for the FCC ascertainment are much narrower than the scope and content of the ascertainment procedures that have to be used. Legally, the airwaves are a public resource that should be used for the greatest benefit of the greatest number. It is a scarce resource with a limited number of channels available for television stations. The licenses are awarded on a competitive basis. The FCC requires applicants for licenses to ascertain community needs. By this it means primarily the local community, which may include the actual and potential audience of the station, and may also include such community problems as crime, pollution, and other perplexities.

The issues are broader in at least four ways. First, many of the most pressing needs of local communities are national issues. Unemployment, inflation, and a limp morale are seldom endemic and in quarantine. Second no community ends at the city limits. The farmers out there, and even the hermit in his cabin in the woods, are within the orbit of the community and part of the area to be ascertained. Third, TV stations are not only distributors of programs but also producers of programs. Some of these productions are for their own distribution only, such as local news. There are other programs, however, which are produced for potentially national distribution. This is especially true of public broadcasting stations. These stations need to ascertain more than local community needs if they are to make a contribution to the public weal through their productions.

Finally, no ascertainment of community needs can be turned into programs to meet those needs without also ascertaining the resources available to the station. These resources represent the major inputs that the television station can transform into programs for the public good. These resources and inputs include FCC regulations, network policies, revenues, and all the other juices that make the station go. We need not only an ascertainment of community needs but also of station resources.

The issues are even broader than this double headed ascertainment, for ascertainment is more than merely gathering a lot of information. It also involves action that the station takes on the basis of the information gathered. And this action, like the entire ascertainment process, is a competitive one. License applicants compete not only for gathering information but also for acting on that information. In other words, we need to ascertain not only the community needs, and the resources available to the television station, but also the response that the station makes to the community needs. Licenses should perhaps be awarded to that competitor who has the greatest impact rather than the best system of ascertainment.

In this broader scope of the problem, there is implicit model still carried over from the language of the FCC. This model makes a tacit assumption that the television station operates in a community environment. Ascertainment may be the way FCC gets into the ecology bag. It asks how a television station relates to its environment. In this model the television station is in

the center of its cosmos surrounded by its community, resources, and environment as a whole. If the poor little TV station is in the middle of things, its ascertainment and responses become responsible for solving all the problems of the community. This is quite a cross to bear.

Let us reverse this model. Let us put the environment in the center and regard the television stations as little satellites buzzing around it. The satellite can respond to the needs of the big box in the middle, but in a new way.

This reversal of the model allows us to view the television station as a receiver as well as a sender. The broadcaster is a sensing device or listening post for determining the state of the community or its subcommunities. It is a feedback loop in a continuing democratic process. The ascertainment procedures are such sensing devices.

Such a feedback system is essential in any participatory democracy. We need more than biennial elections if everyone is to have a significant voice in controlling his own life and world. The sensing device is designed to meet that need. One of the problems it presents is how to make this feedback an open channel, and how to maintain full disclosure of all data collected. That is, one of the objectives of the feedback mechanism is to avoid secrecy and restricted access to data.

There are, of course, already a thousand stethoscopes listening to every beat and throb of the community: all kinds of public opinion surveys, stock market indicators, indices of

worker absenteeism, and other quests for social omens. Ascertainment needs first of all to be sensitive to these already available expressions of community needs. Ascertainment can then pursue further data from the community as needed.

Whether we use available data or specially procured data, we need to determine the reliability of the data that have been retrieved. Suppose we get some data on worker absenteeism, and those data are relevant to determining the state of the community. We now need to evaluate those data. What is the sample, the method of collecting the data from that sample, and the generalizability from that sample? Beyond such statistical evaluation, we need to interpret the data. Suppose we get some data or signals from police blotters or crime reports, and suppose the evaluation indicates that the signals are loud and clear. We still have the question of what they mean. We need to determine what difference these signals make. If there is a significant rise in upper-class white use of heroin, what does that mean? To make such interpretations we need some general system of concepts or propositions, some models and diagrams for the description of the community as a whole. We need a model of black ghettos in general, or of the Austins of the USA. Without such a model we would not be able to interpret the data on employee absenteeism or use of heroin. Without theories we could not understand the meaning of the signals that are picked up by the listening posts.

We may even need to establish listening posts of listening posts. We may need to monitor the relations between the sensing

device, the ascertainment procedures by the TV stations on the one hand, and the community on the other hand. Does the community like the aims and methods of the ascertainment process? Perhaps the community feels it is being bugged. Perhaps it feels it is all a waste of money.

Ascertainment means that television stations are accountable to the communities they serve. It means that the stations have to pick up messages from their communities. It means that broadcasters have to become receivers as well as senders. This is especially important in educational broadcasting where the prime responsibility is social rather than economic, and where there is no rise and fall of advertising revenue by which to measure success.

DEVELOPING A MODEL ASCERTAINMENT PROCEDURE

The key to effective, low cost ascertainment is to integrate it into the day-to-day operations of the station. Then it will be less of a bother and more of a benefit. The new FCC regulations permit sufficient flexibility to accomplish this.

One of the first facts of public broadcasting is that nobody has any money to spare for ascertainment. It is often viewed as a non-productive expense, a kind of involuntary license fee. Trying to minimize cost is, therefore, a primary goal of developing a model procedure.

One way to minimize costs in any operation is to make use of unpaid volunteers. Most noncommercial stations are likely to be using them in substantial numbers already. Elaborate techniques for attracting and retaining volunteers have been used at KLRN and they have paid off. Much of the telephone survey in the present study was done by representatives of high school service clubs recruited by the KLRN coordinator of volunteer services.

According to FCC regulations, volunteers may be used in performing virtually any phase of ascertainment except one: for license renewal applicants, at least half the interviews with community leaders must be made by principals or managers of the station.

Assembling volunteers for ascertainment is most easily done when volunteers are already assembled for other reasons. For

noncommercial broadcasters this occurs many times during the year. Most stations use volunteers to man telephones or perform other tasks at various fund-raising activities -- on-the-air auctions, call-in membership drives, and telethons.

Since so many ascertainment requirements can be fulfilled by telephone surveys of the public and of community leaders, extending the work schedule of fund-raising volunteers to include a few hours of additional telephoning is very worthwhile. The need for the survey should be carefully explained to them and the telephone sessions properly supervised. Broadcasters affiliated with universities can provide a genuine educational opportunity for student volunteers studying research methods, broadcast station management, communications, law and public policy.

One caveat from the present study is worth mentioning. It is difficult to try to use brief periods of telephone "dead time" between call-in sessions of a fund-raising activity. Volunteers who may have been sitting at the phones for several hours are ready for a break and are difficult to motivate to begin interviews. It is better to pull together a fresh crew for a two or three hour session of interviewing. While this may be possible during the actual time of the fund-raising event, the days immediately following the event may be more appropriate. Ordinarily the large banks of telephones installed for the event will still be available during this time at little additional expense.

Selected volunteers may also be used to administer community-leader surveys either by phone or in person, although more care needs to be taken in choosing and briefing these volunteers. Clearly printed questionnaires should be made available for all volunteers giving, if possible, a range of closed-ended responses to each question requiring the interviewer simply to check off a response category.

The polling of community leaders can be an extended process, lasting months or even years. It thus fulfills the FCC's requirement of "continuous" ascertainment. Volunteers who have limited free time, say one afternoon per week, for extended periods may be used for this part of the ascertainment process.

Questions should be short and unambiguous requiring minimal interpretation. Lengthy or vague questions, even assuming a respondent patient enough to mull them over, take considerably longer to administer and often require a biasing "explanation" by the interviewer.

At least fifty percent of community leader interviews must be conducted by station managers or principals. The results of the public survey and the community leader survey conducted by volunteers can be talking points for the sessions. (See the section on Methodology). Such sessions may be small group panels of three to five persons. Their theme may be a "blueprint for progress" or "checklist for tomorrow." This will let them discuss the problems and needs of the community. This technique accomplishes two ends: it fulfills the requirements of ascer-

taining problems and needs; and it constitutes public service programming that is directly responsible to those needs (see point number nine in the section on FCC requirements). Leaders of various interest groups like to discuss their concerns on the air. The scheduling of group sessions also cuts the time principals and station managers need spend. Compared to one-on-one interviews, the economy of this format is enormous. Even ongoing news or public affairs programming may be adapted to this end. Station managers or principals may be invited to appear as guest hosts along with the normal announcer to interview a distinguished panel.

The ascertainment procedure discussed the Methodology section of this report, which uses hierarchies of panels, can be easily integrated into station operations. The public survey is reviewed by an intermediary set of community leader panels and finally by a panel of community leaders and station management. The ascertainment process may be handled primarily by the part-time efforts of a volunteer coordinator, a news-and-public-affairs producer, and a secretary to do the paperwork and maintain the public file. Management or principals are obliged under FCC requirements to review the reports on the community-leader surveys prepared by volunteers and to interview at least half of the community leaders themselves. The format discussed here should make the most efficient use of everyone's time.

METHOD

The ascertainment procedure incorporated three stages: (1) a telephone survey of each community; (2) a smaller telephone survey of thirty community leaders in each community; and (3) a personal meeting between the station managers and the community leaders.

Use of Volunteer Interviewers

Volunteer interviewers proved unsuccessful if they were recruited to work at the fund-raising auction at the same time, but when the station recruited volunteers specifically for interviewing they did quite well and appeared to enjoy themselves.

The original strategy for administering the questionnaire involved having volunteers in San Antonio make telephone interviews during the fund-raising auction. In San Antonio a temporary employee of the Center supervised the interviewing. He attempted to organize the volunteers to make calls during their breaks from taking auction bids. This approach yielded very few calls. Generally the volunteers arrived at the station in groups as part of a community organization project. They left immediately after their period of taking bids. Making the calls distracted the volunteers from enjoying the evening. The station's priority was fund raising. During the auction the volunteers could not make calls while they were on camera. Nor could they use phone lines to make the calls because the lines had to be kept open to receive bids. The calls which this method yielded

came mainly from friends of the supervisor who responded to the request as a personal favor. The interviews obtained in this manner also showed that training the volunteers took too much time for the process to be efficient. In all, however, fewer than thirty completed questionnaires from all sources were obtained from San Antonio.

In Austin, after the auction was over there, the telephones were left in the studio for several days and the station director of volunteers recruited enough volunteers, mainly from high school clubs, to staff the phones for four evenings. These volunteers completed six to eight calls each in two hours, or about 80-100 for the group total each of four nights. Because three telephone lines went to San Antonio, the volunteers were able to complete calls to there as well as Austin.

Before they made any calls the volunteers read the questionnaires and answered the questions themselves. During the interviewing sessions volunteers were able to discuss problems of recording responses with a member of the Center staff who was supervising. Volunteers were able to ask questions immediately after the call was completed while the conversation was fresh. From the open-ended questions the interviewers recorded the principal word or phrase of the response. Because these open-ended questions provided much of the important information concerning the variety of perceptions and concerns of the community, a precoded form which might have reduced the diversity of

responses was not used.

After the station's telephones were removed, it was no longer effective to use volunteers to conduct telephone interviews because of limited space and available phone lines. So in order to complete the survey, part-time student workers at the Center completed the surveys of both cities.

The method for both San Antonio and Austin began by using a random process to select numbers from phone books. Then the interviewers filled out the questionnaires during the phone interviews. Workers called enough numbers to ensure having enough important subgroups such as minorities in the sample. To fill out the categories through random selection of phone numbers required calling more individuals in other groups. So the sample size ended larger than would have been the case if we had called to fill preset sample quotas.

Generally, using volunteers to make calls proved unworkable when they had gone to the studio for another purpose. But when they originally volunteered to interview, they performed well and enjoyed the calling.

Questionnaires and Coding Forms.

The main difficulties in developing the question forms involved specifying response categories which matched the perceptions of the respondents. In trying to discover what groups residents identify with and how they define themselves, we learned respondents

use widely different meanings of words such as "race," "chicano," and "anglo."

In developing the survey instrument we began with a questionnaire we had used in a community study of Palestine, Texas. The Palestine form in turn had been pretested in Taylor, Texas and originated from forms used in studies of the use of communication in decision making in Seattle, Washington and Belgrade, Yugoslavia.

For the study of San Antonio, Center staff revised the Palestine questionnaire to accommodate the special demographic characteristics of the area. The revisions also considered the specific purpose of the present study, the community residents' use of television and their perceptions of the role of television in the community. Further revisions of the San Antonio form for Austin left the questions similar for both cities. Both forms addressed the same issues and sought similar information.

Preparing the coding form to guide transfer of information from the questionnaires to computer cards required considering two types of questions. Some questions had discrete response categories such as age, sex, or agree-disagree opinion questions. Others such as the open-ended questions required categories developed from a content analysis of the responses. For these questions we analyzed a sample of thirty questionnaires completed from Austin and wrote descriptions of the categories which addressed the purposes of the survey. During analysis of the first fifty

forms additional categories proved necessary.

Data Analysis.

Specific results from the survey appear in a different section. Generally we learned that expert panels of active community leaders reported that the results appeared reasonable according to their perceptions. The data presented to the panels and in this report did not result from any highly complicated analysis techniques. The data would support such processing, but volunteers or other workers not professionally trained would perhaps not find it useful.

The Center staff used the Statistical Package for the Social Sciences (SPSS) to generate descriptive statistical data, including total numbers, percentages and averages of responses in each category for each survey question. This first analysis provided information about the nature and representativeness of the sample and indicated errors in coding. Then SPSS was used to eliminate known erroneous responses before cross-tabulating opinion responses with demographical characteristics. These cross-tabulations provided information concerning differences in perceptions of members of different groups. This part of the analysis produced a major portion of the results.

The primary purpose of the survey was to provide a broad base of information concerning community perceptions of needs and the capabilities of public television to address community needs. To achieve this goal Center staff prepared general statements based

on the data concerning outlooks of different community groups.

Interviews of panelists produced responses which a part-time Center employee tabulated by hand. That number of responses supports only summary statistics and not cross tabulations.

Panels.

Responses from the panels of community leaders provided an evaluation of the survey results by individuals actively involved in community affairs. Panel results also report the perceptions of the community leadership on a set of issues more restricted than the survey considered. Generally the panelists supported the findings of the survey. Both cities' panelists stated economic considerations and intergroup relations as their top concerns.

Questions to ask panels of community leaders came from summaries of the survey results. These questions concerned their reactions to the perceptions of important needs the survey respondents expressed. Each community panel contained about 30 individuals in leadership positions. The prospective panelists received letters specifying the purposes of the research project, the reason the person had been chosen, a promise not to be identified by name or occupation position as well as being informed that a staff member from the Center would call within two weeks during business hours. With the letter the leaders received a summary of the findings of the survey and a copy of the questions the Center's interviewer would ask. This allowed the respondent

to consider the issues before the interview.

Completing the phone calls proved fairly difficult. Community leaders were busy and the phone interviews required two weeks to complete. Sixty phone interviews of a random selection of citizens would usually require not more than twelve to fifteen hours of phoning. Trying to reach the leaders in a short period was made more difficult by respondents who were away on business trips, kept several offices and were hard to reach at any one, or had full schedules. Panelists were asked first to consider whether in their view responses to six of the survey questions accurately represented their city or if the responses seemed a lot different. Then they were asked to state which needs of Austin they considered most important, whether KLRN can help meet the needs, how, and whether it has in the past.

The FCC ascertainment guidelines mentions 19 areas of opinion which panels whould represent. For this ascertainment project KLRN supplied the list of panel members. KLRN knew of the requirement and the Center staff did not attempt to analyze the panelists to determine how they represented the specified areas.

Final Meeting.

The final stage of our study is a panel meeting between KLRN management and community leaders to discuss the findings of the previous poll and panels. This highest level panel had been scheduled for December, 1976 but was postponed because of conflicting schedules.

Summary.

In general we learned that volunteers can perform telephone interviews as part of a study of community needs. An ascertainment program which depends on volunteers requires planning and coordination just as the auction and membership drives do. Volunteers showed they could perform the interviewing and coding of the questionnaires. They would have difficulty planning the questions, designing the coding instructions, and tabulating the data. However, some of the summarizing of the data could also be performed by volunteers. Overall, most of the time for the project could be performed by volunteers with little or no research experience.

DEMOGRAPHIC PROFILE OF AUSTIN AND SAN ANTONIO

This section compares the demographic characteristics of the sample with the census data for the two communities. The comparison provides a check on the representativeness of the sample. Generally the raw samples for both cities are weighted in favor of women, Whites, and higher income families. The raw sample underrepresents families with income lower than $5,000, Blacks, Chicanos or Spanish-surnames, and men. Statistical and computer techniques could have revised the weights of the groups to more closely approximate the population percentages. These techniques were not used but the differences were noted during interpretation of the results.

San Antonio Sample

The sample and census data were compared for sex, race, income, and age. San Antonio census data reports 51% women and 49% men while the sample contains 68% women and 32% men. This is the most serious imbalance between the sample and the community. Therefore sex differences on responses were studied carefully to determine the extent of possible bias. In making phone calls the interviewers asked to interview men as often as possible after explaining that they had had difficulty contacting enough. Women interviewers gave a full explanation of the survey's purpose before asking to speak to the husband.

Census and sample figures on age matched quite closely.

The greatest difference appeared in the 15-24 age group for which the sample slightly underrepresented the population and in the 25-34 age group which the sample overrepresented. Other groups had adequate numbers in the sample.

Another large area of sample-census difference appeared in the income categories. The income group below $5,000 per year represented 26% in the census reports but only 5.6% of those called reported such low incomes. This could stem from reluctance to report low incomes or from that group not having telephones. The difference could also relate to the underrepresentation of Chicanos who generally have low incomes in San Antonio. Some interviewers had to eliminate possible respondents because they spoke only Spanish and this too could account for the underrepresentation of low income Chicanos. Mexican-Americans or Chicanos make up nearly half, 45%, of San Antonio's population while the sample contains only 18.6%. In an effort to increase the number of Chicano respondents in the sample, we used some Spanish speaking interviewers and had a questionnaire form in Spanish.

Austin Sample

The Austin sample differed from census data in the same demographic areas as San Antonio. The sample contained 62% women and 38% men while the census reported 51% women and 49% men. In race again the Chicanos were most severely underrepresented. They composed 4.4% of the sample but make up 15.6%

of the community. Blacks in the sample, 8.8%, came much closer to matching the community, 12.8%, figures.

According to income, the sample underrepresents the below $5,000 income category slightly. The sample contains 16.4% while the census reports 21.5%. The sample also has too few from the $5-10,000 group -- 22.3% in the sample compared to 33.7% in the census. The $10-20,000 group is almost exactly matched with 33.1% in the sample and 34.1% in the census. The highest income groups made up 28.2% of the sample according to the self reports but only 10.5% of the census reports.

Because of the large student community in Austin, the youngest age category contains an unusually large percentage of the population. The sample has too few of the 15-24 and too many 25-34 age groups. The sample contains all other age groups in approximately their census percentages.

The 15-24 age group makes up 29.4% of the sample and 36.2% of the census. The difference in the sample and census figures is reversed for the 25-34 age group. The sample has 26% and the census reports 19.1%. This shortage of students possibly occurred because students move frequently and often the phone book does not list them. Also several students often share one telephone listing. This would reduce the chance of contacting a representative number in a telephone poll.

Generally the sample could match the census data more closely if purposive techniques replaced the random technique used in this survey. By oversampling certain residential areas

the sample could include more Blacks and Chicanos. More students could be reached if the city telephone books were supplemented with the student directory. Further increasing the proportion of Chicano and Black respondents should increase the percentages of low income groups. Increasing the number of student responses would also increase the number in low income groups, because in the present sample students made up a high percentage of the low income group.

In interpreting the opinion responses the Center staff considered the ways in which the sample varied from the census picture of the community. They decided after examining different response patterns of the subgroups that using the computer technique to weigh the responses according to the population percentages of the groups would not alter the order of the response categories. When they made general statements about the entire sample they had taken into account the share of the responses which each subgroup contributed.

SURVEY FINDINGS

The original telephone survey questionnaires consisted of a large number of questions designed to elicit specific, localized community needs. Other questions such as demographic data were more general, and had an interest beyond the immediate local situation. Frequency tabulations and extensive cross-tabulations of selected variables permitted delineation of the population in terms of a battery of such social characteristics as age, sex, income, length of residence, occupation, and racial subgroups. The large size of the sample and computer analyses provided some interesting information for purposes of our present investigation.

Each of the results from Austin and San Antonio survey will be divided into two major groups of questions: (1) community life and needs; and (2) meeting community needs through television.

Austin: Community Life and Needs.

Our cross-tablulations indicated a significant difference between Whites, Blacks, and Mexican-Americans in their responses toward the two most important community needs.

A total of 22% of the White respondents said the major need is economics, including high rates of utilities and of unemployment. Another 21% of the White respondents identified planning and design for the future growth of the community.

In contrast, some 31% of the Blacks sampled answered in a different way. They believed that better interpersonal and intergroup relationship is the most important need. Other Blacks in the community gave priority to the planning and design for growth.

For Mexican-Americans, two of the most important issues were planning (27%) and economics (20%).

When we combined these subgroups, the two most important community needs were planning (21%) and better economy (21%), as in Table 1. About 9% of the Austin sample suggested crime as the most serious community problem. Religious and educational problems were less frequently mentioned by the respondents.

There was a considerable variation among the responses from the different age groups regarding community needs. Younger people in their 20's and 30's indicated that planning and economy were the most important needs. For older people over 50, the highest priorities were economy and better government, as shown by Table 2.

Table 3 displays no significant difference among different income categories.

In an effort to get the information on the quality of life in the community, we asked the question, "Is life in Austin just as good for Blacks as for Whites?"

Some 44% of all respondents said yes, while 34% said no. Among the Blacks we surveyed, 61% answered yes, expressing a more favorable evaluation of their own lives.

On a similar question, "Is life in Austin just as good for Mexican-Americans as for Anglos?" the data yielded 38% yes and 44% no. Here the Mexican-Americans in general hold a more favorable attitude on their own quality of life with 45% yes and 45% no. One interpretation of these findings is that Whites look down on other peoples' lives.

Austin: Meeting Community Needs through Television.

For all the respondents combined, the primary sources of information were newspapers (42%), television (17%), and radio (6%). Only 0.2% of the Austin sample mentioned a minister as their primary source of information.

Table 4 summarizes the results of the comparisons among the different racial subgroups on the question, "What single thing do you think is most important in meeting the needs of Austin or your neighborhood?" When we collapsed all the subgroupings, 24% of the respondents answered communication, about 23% government, and then 19% the economy. In contrast, Blacks put better public service and communication with equal frequencies.

The cross-tabulation of answers among income levels is presented in Table 5. A total of 40% of people under $5,000 yearly family income believed that government can solve the problem. When all income categories were combined, 18% said better economy will help meet the community problems. Cross-tabulating the question with age groups, as in Table 6, reveals

no significant differences. About 41% of the respondents thought that better economic situation and higher employment would help meet the community problems, irrespective of age.

Even though 14% of the people said better communication is the way to meet community needs, the general consensus is that the improvement of the general economy will meet these needs.

In order to obtain information on the role of the television meeting the community needs, we asked "How important do you think television is in meeting the needs of Austin or your neighborhood?" A majority of the Austin respondents we surveyed generally hold the opinion of the role of the television as shown in Table 7. Table 8 and 9 illustrate the results of cross-tabulations between opinion and income, and between opinion and age respectively. No substantial variation was found among age and income categories.

To obtain data on the public's expectation of KLRN, we asked the question, "How would you describe the program you would expect to see on KLRN?" The results in Table 10 shows that 48% of the Austin sample expected educational programs, while 23% said pleasing and good programs in a broad sense. Nevertheless, about 21% of the whole sample that we investigated were unable to get the channel. It is also apparent that about half of the Black community and lower income respondents are unable to get the channel or are not interested because of the weak reception. Detailed figures are contained in Tables 11 and 12.

San Antonio: Community Life and Needs.

Cross-tabulations between the most important community need and race, between the need and age, and between the need and income showed little variations among racial subgroups, or among age and income.

Nearly 33% of the San Antonio sample indicated that the general economic situation such as unemployment, high utility rates, and taxes was the greatest immediate concern. Planning and control of the city was identified as the most important community need by 24% of the respondents. Some 14% of the San Antonio sample indicated crime as the pressing issue for their neighborhood and community as a whole.

Tables 13, 14, and 15 show that there is no significant difference on the awareness and perception of the community need among young and old, or Whites and Non-Whites.

In order to get the information on the quality of life, we asked, "Is life as good for Mexican-Americans as for Anglos?" About 65% of all the respondents answered yes, and 27% no. Data from Mexican-Americans, however, suggested more favorable attitudes among themselves. Nearly 74% answered yes, in comparison to 62% from Whites.

To the question, "Is life in San Antonio just as good for Blacks as for Whites?" a total of 56% of the Blacks surveyed said yes. About 58% of the Whites answered yes, while nearly 78% of the Mexican-Americans said yes. In general, the Mexican-

Americans showed more optimistic and favorable attitudes.

San Antonio: Meeting Community Needs through Television.

A detailed analysis of primary sources of information indicated that 27% of the respondents largely depend upon television, 49% on newspapers, and 2% on social contact.

Can television help meet the problem of San Antonio? About 72% of the total respondents said yes, while 19% were doubtful. Nevertheless, when we collapsed subgroups among race and income, most of the people said yes, as shown in Table 16.

To define the nature of television's role more precisely, we asked, "Which needs can television meet?" Three roles were identified: public issue awareness (20%); advertisement (42%); and diffusion of information (18%). The more specific comparisons among subgroups by race, by income and age are displayed in Tables 17, 18, and 19.

Finally about 43% of the San Antonio respondents described KLRN as educational. Another 17% of the sample answered pleasing and good programming in general. The results show in Tables 20, 21, and 22 show that 27% of the viewers were unable to get the channel. Especially the Black community which has a larger portion of people (44%) who cannot get the channel or do not watch it.

CONCLUSION

I. FCC Ascertainment Requirements

As a public policy, the ascertainment of community needs and interests by a user of an essential national resource seems well founded. The difficulty with the issue is that the essential resource to be regulated is a medium of communication. Pursuing their classical liberal ideologies, the Founding Fathers honored freedom of expression and the means to exercise it with fiery words and force of arms. The result was a constitution that explicitly protects freedom of speech and of the press from government interference. "Congress shall make no law ... abridging the freedom of speech or of the press," the First Amendment says.

The architects of the Communications Act of 1934, and officials of the Federal Communications Commission -- with assent from the courts (see National Broadcasting Company v. United States, 319 U.S. 190) -- have tried to finesse this prohibition by regulating who can use the airwaves without reference to the messages they propagate. Those who are licensed to broadcast must serve the "public interest, convenience, or necessity," the 1934 act says. Regulations of the commission interpreting the act -- the "fairness doctrine" and the equal time requirements, for instance -- are couched in similarly general terms. The handful of licenses that have been withdrawn were not withdrawn because of defective or substandard content of specific programs. The FCC has repeatedly stressed that its role is not that of censor.

In practice the commission reviews license renewal applications only when there are complaints or challenges to the applicant. The effect of this method of regulation is to put a steady pressure on the licensee to avoid the ire of interest groups in the community. (See especially Office of Communications of United Church of Christ v. FCC, 425 F. 2d 543 (D.C.C.A. 1969) and 465 F. 2d 519 (D.C.C.A. 1972)) Many commercial stations have entered agreements regarding programming and employment practices with prospective license challengers to avoid their filing a petition to deny the renewal of a license. Organizations have been set up specifically to advise and support interest groups in filing petitions to deny.

Ascertainment procedures, in this kind of atmosphere, could arguably have a chilling effect on programming decisions by the broadcaster. While the contents of individual messages he conveys remain discretionary, ascertainment regulations virtually force the broadcaster to design a message package with certain contents. To omit news and public affairs programming would be unthinkable, for instance, despite the fact that possibly every other station in one's market blankets the airwaves with news and public affairs. This effect is magnified when license renewal challengers impel the commission to scrutinize the renewal application with a jeweler's eye.

Now that codified ascertainment requirements have been imposed on noncommercial television stations, government interference with message content is likely to become more common.

This will occur not by design but by the inevitable working of the formal and informal processes of ascertainment. The demand that a station "treat" the needs and problems of its community will inevitably mean that certain programs will be displaced or discontinued in favor of others. Certain creative lines of program development and research will be set aside in favor of less controversial ones.

Informal pressures exerted by interest groups, invigorated by their FCC-backed standing to fight the battle formally if necessary, will perhaps be more influential in this process than the commission itself. Even financially potent commercial stations are reluctant to fight the formal legal battles of a license challenge or a petition to deny. Legal fees alone can run to six figures in a major suit that is appealed through the courts. It is easier and cheaper to yield to an interest group's demands regarding programming.

That this effect of regulation should be visited upon non-commercial broadcasters is regrettable. The promise of non-commercial programming was one of innovation and creativity. Public broadcasting was not going to be tied to the "lowest common denominator" mass-audience pressures of its commercial brothers. It could afford small audiences that commercial stations would sneer at. The liberating effect on writers, producers, and directors, and even sponsors who could now finance major productions at much less cost than on commercial television, would be pronounced. There were signs that it was working.

The formal requirements of ascertainment, but more importantly the behind-the-scenes bargaining with interest groups that the regulations spawned, will obscure somewhat the creative promis of noncommercial broadcasting. It is likely that the effects on program content will be subtle at first -- a general shift away from drama, music, or dance to more public affairs programming with emphasis on the concerns of many vocal minorities. Eventually, however, the pressures of interest groups on broadcasters could become significant enough for the courts to take notice. Free expression can be as effectively stifled by private activism under the cloak of government regulation as by direct government intervention.

The broad issue that the courts, the Congress, and the FCC must face is whether a gradual shift away from artistic and educational uses of the medium toward merely informative news and public affairs programming is desirable for public television. Commercial broadcasters who, for reasons of mass-audience appeal, have at times avoided both controversial and creative programming have long been criticized for the quality of their product. Now the commission by regulation is fostering a similar sort of noncontroversial and uncreative programming by noncommercial broadcasters.

In the face of this indirect and attenuated assault against free speech and press, it is possible that the courts can be persuaded to revive the uncompromising language of the First Amendment. Presently government regulation of the airwaves means that the broadcaster must continually monitor, sometimes censor,

sometimes tone down his message. He must design his entire program format within parameters laid out by the government. These formal parameters are as yet loose and relatively unconfining. But the pull of interest group activism encouraged by the license renewal process and ascertainment regulations could tighten the noose considerably.

Despite these caveats, the need for continuing regulation of broadcasters is obvious. Technical standards and frequency allocations must be maintained and monopolistic control by networks avoided. Diversification of the communications industry needs to be monitored. Joint ownership of television and radio and newspaper outlets in the same community has often been criticized, and it is within the power of the commission to regulate it. Equal opportunities laws for hiring should be enforced on licensees. Licenses need to be issued to assure the broadest possible broadcasting service.

The proliferation of programs and channels that cable television has brought to many communities has created conditions unparalleled in the history of broadcasting. While network programming continues to reduce the variety greatly, the potential for competition among producers of programs has been given new impetus. In many communities, NBC and CBS affiliates that for years had a hammerlock on viewers now must contend with ABC, PBS, and independent competitors imported from afar. At some point the variety of messages available is likely to approach the true marketplace of ideas the Founding Fathers dreamed of.

If this occurs, the arguments for government regulation of message content becomes noticeably paler.

As a policy, ascertainment is likely to become harder and harder to administer. Petitions to deny are already creating logjams of the FCC docket. While ascertainment has played a valuable role in raising the consciousness of monopolistic broadcasters, technology is gradually erasing the prospect of monopoly broadcasting. Under these conditions the policy of ascertainment, or any other form of message-content regulation (the "fairness doctrine," for instance) may have unwanted effects.

II. Using Hierarchies of Panels to Meet Present Regulations

Whatever the future of FCC regulations may be, noncommercial broadcasters must presently carry out the process in the most effectual and least expensive manner. The hierarchy of panels method adopted by this pilot study is a technique that makes maximum use of volunteers and uses a minimum of station resources. It can be well integrated into the ordinary operations of the station. It requires little supervision. Given the questionnaires, coding forms, and techniques discussed in this report, a station manager should have little trouble conducting an inexpensive ascertainment that exceeds the FCC requirements.

Since ascertainment includes not only the discovery of community needs but the design of programming to treat the needs, the process properly includes a survey of station resources. Obviously all community needs discovered will not be susceptible

to treatment by television programming. In deciding what programming to present, careful assessments of station resources and the nature of the television medium itself are required. It is as many critics have observed, much harder to use the full potentials of a visual medium to deal with abstract ideas. It is much easier to communicate the facts and flavor of actual events. Handling abstractions by screening the "talking heads" of various commentators -- although a universal pattern for treating public issies -- conveys only a fraction of the impact of filming actual occurrences. The dramatist's ability to drive home a message by action as well as words is a keystone of effective on-the-scene coverage of events, and public affairs broadcasting. Documentaries may be television's most powerful tools in dealing with public affairs.

Broadcasters play an important role in the communities they serve. Being accountable to that community should not primarily be an order imposed from above, especially for noncommercial broadcaster. It should be a continuing goal. Noncommercial broadcasting is a service. As such it must establish a two-way flow of communication with its community. Whether the FCC imposed regulations or not, the broadcaster should be concerned with the needs and problems of his audience. A broadcast outlet should be a "listening post" as well as a transmitter of messages. Since most noncommercial stations depend heavily on public subscriptions for financial support, their listening may be a matter of survival as well as a

professional obligation.

III. Handling Survey Data

The data collected using the questionnaires included in the appendix extends beyond the scope of the ascertainment requirements. Simple cross tabulation of data with four demographic characteristics -- age, sex, income, race -- yields information in a form that is fairly easy to interpret. This procedure can be done by computer in a manner of minutes. Standard "canned" programs for generating chi square matrices are commonly available. While we were not concerned in this report with the chi square statistic itself -- only the cross-tab matrices -- investigating this statistic would be a further opportunity for interpreting the data. Any broadcaster who has the resources of a university computer at hand can readily compile his data in readable form.

The data we collected about Austin and San Antonio is rich in possibilities for further research. If the broadcaster can collaborate with teachers and students of survey research at universities in his communities, it can be of tremendous educational benefit to the researchers and a windfall for the broadcaster. Virtually all of the data collection and analysis can be handled by volunteers or students with minimal supervision and training.

The data can be exploited in many more ways than we have exploited in many more ways than we have done here, but one seems especially promising and worth mentioning. In order to

validate more strongly our findings about needs and interests, we asked questions regarding sub-communities with which the respondent personally identified. The theory was that the needs and interests of a group to which the respondent had a personal committment would be articulated most clearly and would be most accurate. Responses to global questions about needs of a community are often diffuse and indefinite. It is our hypothesis that asking about needs and problems only after the communities with which the respondent identifies have been pinpointed is the most fruitful technique. Further analysis of the data collected will address this question.

The hierarchy of panels method developed in this report was thoroughly tested on behalf of KLRN in Austin and San Antonio, its two principal broadcast audiences, and proved to be efficient, easy to administer, and inexpensive. It meets FCC requirements. In addition it generates extensive and rich information that may be of interest to producers, newspersons, and researchers not concerned with ascertainment.

APPENDICES

APPENDIX A

CENTER FOR COMMUNICATION RESEARCH

SCHOOL OF COMMUNICATION · THE UNIVERSITY OF TEXAS AT AUSTIN · AUSTIN, TEXAS 78712

TELEPHONE POLL OF AUSTIN

Number called _____ Date _____ Interviewer _____

Hello. My name is _____ and I'm calling for the University of Texas. We are conducting a survey about life in Austin.

You may have heard about this survey on TV or in the paper. Could I take just a few minutes to ask you a few questions.

(NOTE TO INTERVIEWER If respondent asks about how we got his name or what use will be made of this interview, please reply as follows: Your phone number was picked by chance and given to me. I don't know your name, and any information you give me cannot be connected to you.)

1. How long have you lived in Austin? _____

2. What do you do for a living? (If retired) What did you do before you retired?

_____

3. What neighborhood group, club, church group, family group, work group or other group is most important to you?
(NOTE TO INTERVIEWER Please write-in principal word or phrase of response)

_____

4. What would you say is your second most important group?
(Principal word or phrase of response)

_____

5. Can you make a third choice?
(Principal word or phrase of response)

_____

6. Are you an officer in any organization?
   ○ No
   (If yes) What organization _____

7. What do you think are the two most important needs of the country or of the world? (Principal word or phrase of response)

   _____ _____

8. What do you think are the two most important needs of Austin or your own neighborhood? (Principal word or phrase of response)

   _____ _____

9. What are the two most important needs for you or your family? (Principal word or phrase of response)

   _____ _____

10. Is life in Austin just as good for Blacks as for whites? (Check one)
    ○ Yes ○ No ○ Don't know ○ No response

11. For Mexican-Americans as for Blacks? (Check one)
    ○ Yes ○ No ○ Don't know ○ No response

12. For Mexican-Americans as for Anglos? (Check one)
    ○ Yes ○ No ○ Don't know ○ No response

13. For young as for old? (Check one)
    ○ Yes ○ No ○ Don't know ○ No response

14. Is it possible for poor people in Austin to have a satisfying life?
    ○ Yes ○ No ○ Don't know ○ No response

15. Should a young person who wants to stay in Austin train for a skilled job or get a college degree? (Check one)
    ○ Skilled job ○ College degree ○ Other

16. Do many young people leave Austin after they get out of school?
    ○ Yes ○ No ○ Don't know ○ No response

17. What sort of young people tend to leave most?
(Principal word or phrase of response)

_____

18. What would make young people like Austin more?
(Principal word or phrase of response)

_____

19. Why do you stay in Austin?
(Principal word or phrase of response)

_____

20. How do you get the best information about things that happen in Austin?
(Check one)

- ○ Newspapers
- ○ Radio
- ○ Television
- ○ Minister or church friends
- ○ Social contacts
- ○ Business contacts
- ○ Other

21. What single thing do you think is most important in meeting national or world-wide needs? (Principal word or phrase of response)

_____

22. What single thing do you think is most important in meeting the needs of Austin or your neighborhood? (Principal word or phrase of response)

_____

23. What single thing do you think is most important in meeting your personal needs or those of your family?
(Principal word or phrase of response)

_____

24. Which 3 TV programs do you like best?

_____ _____ _____

25. Which 3 TV programs do you watch most?

_____ _____ _____

26. How would you describe the programs you would expect to see on KLRN? (NOTE TO INTERVIEWER KLRN is channel 9 or cable channel 8. Please write-in principal word or phrase of response)

_____

27. How important do you think television is in meeting national or world-wide needs? (Check one)

○ Very important ○ Important ○ Not important
○ Don't know ○ No response

28. How important do you think television is in meeting the needs of Austin or your neighborhood? (Check one)

○ Very important ○ Important ○ Not important
○ Don't know ○ No response

29. How important do you think television is in meeting the needs of you personally or your family? (Check one)

○ Very important ○ Important ○ Not important
○ Don't know ○ No response

30. How many of your relatives live in Austin, including in-laws?

○ None ○ 4-10 ○ No response
○ 1-3 ○ over 10

31. What is your race? (Check one)

○ Black ○ Mexican-American ○ No response
○ White ○ Other

32. How many people in your household have a paying job? (Check one)

○ None ○ One ○ More than one

33. (Interviewer should note sex of the respondent.)

○ Male ○ Female

34. What is your marital status? (Check one)

○ Single ○ Divorced ○ Other
○ Married ○ Widow (er) ○ No response

There are just 2 more questions. They are only for statistical use and your answer cannot be connected to you.

35. About how old are you? _____ ○ No response

36. What is your family income approximately? (Check one)

○ Under $5,000 a year
○ $5,000 to $10,000
○ $10,001 to $20,000
○ $20,001 to $35,000
○ Over $35,000
○ Don't know
○ Refused or no response

This is the end of the questions. I'd like to thank you very much for your help.

CENTER FOR COMMUNICATION RESEARCH

SCHOOL OF COMMUNICATION THE UNIVERSITY OF TEXAS AT AUSTIN AUSTIN, TEXAS 78712

TELEPHONE POLL OF SAN ANTONIO

Number called _____ Date _____ Interviewer _____

Hello. My name is _____ and I'm calling for the University of Texas. We are conducting a survey about life in San Antonio.

You may have heard about this survey on TV or in the paper. Could I take just a few minutes to ask you a few questions.

(NOTE TO INTERVIEWER If respondent asks about how we got his name or what use will be made of this interview, please reply as follows: Your phone number was picked by chance and given to me. I don't know your name, and any information you give me cannot be connected to you.)

1. How long have you lived in San Antonio? _____

2. What do you do for a living? (If retired) What did you do before you retired?

_____

3. What is your age? _____

4. What group of people is most important to you? That is, what community, club, church, family, work group or other group is most important to you? (NOTE TO INTERVIEWER Please write-in principal word or phrase of response.)

_____

5. What would you say is your second most important group? (Principal word or phrase)

_____

6. Can you make a third choice? (Principal word or phrase)

_____

7. Are you an officer in any organization? (Check one)

- ○ No
- ○ Yes, first most important group (Mentioned in question #4)
- ○ Yes, second most important group (Mentioned in question #5)
- ○ Yes, third most important group (Mentioned in question #6)
- ○ Yes, other group not mentioned

8. We all know some of the problems of the world. What do you think is the most important national or world-wide need? (Principal word or phrase of response)

_____

9. What do you think is the most important need of San Antonio or your own neighborhood? (Principal word or phrase)

_____

10. What is the most important need for you or your family? (Principal word or phrase)

_____

11. Should a young person who wants to stay in San Antonio train for a skilled job or get a college degree? (Check one)

○ Skilled job ○ College degree ○ Other

12. In the past did more young people stay in San Antonio after leaving school? How long ago was that would you say? (Check one)

- ○ No
- ○ Yes; 0-5 yrs.
- ○ Yes; 6-10 yrs.
- ○ Yes; 11-15 yrs.
- ○ Yes; 16-20 yrs.
- ○ Yes; over 20 yrs.
- ○ No response or don't know

13. Is life in San Antonio just as good for blacks as for whites? (Check one)

○ Yes ○ No ○ No response or don't know

14. For Mexican-Americans as for Blacks? (Check one)

○ Yes ○ No ○ No response or don't know

15. For Mexican-Americans as for Anglos? (Check one)

○ Yes ○ No ○ No response or don't know

16. For rich as for poor? (Check one)

○ Yes ○ No ○ No response or don't know

17. For young as for old? (Check one)

○ Yes ○ No ○ No response or don't know

18. Why do you stay in San Antonio?
(Principal word or phrase of response)

_____

19. Do many young people leave San Antonio after they get out of school?

○ Yes ○ No ○ No response or don't know

20. Why? (Principal word or phrase of response)

_____

21. What would make young people like San Antonio more?
(Principal word or phrase of response)

_____

22. How do you get the best information about things that happen in San Antonio? (Check one)

○ Newspapers
○ Local radio
○ Local television
○ Minister or church friends
○ Social Contacts
○ Business contacts
○ Other

23. Which 3 TV programs do you watch most? _____

24. _____

25. _____

26. How would you describe the programs you would expect to see on KLRN?
(NOTE TO INTERVIEWER KLRN is Channel 9. Please write-in principal word or phrase.)

_____ ____

27. Do you think television can help meet national and world-wide needs?

○ Yes ○ No ○ No response or don't know

28. (If yes) Which ones? (Principal word or phrase)

_____

29. Can television help meet the problems of San Antonio or your neighborhood?

○ Yes ○ No ○ No response or don't know

30. (If yes) Which ones? (Principal word or phrase)

_____

31. Can television help meet the problems of you personally or your family?

○ Yes ○ No ○ No response or don't know

32. (If yes) Which ones? (Principal word or phrase)

_____

33. How many of your relatives live in San Antonio, including in-laws? (Check one)

○ None ○ 4-10
○ 1-3 ○ over 10

34. What is your race? (Check one)

○ Black ○ Mexican American
○ White ○ Other

35. Does more than one person in your household have a paying job? (Check one)

○ No
○ Yes, husband ○ Yes, children
○ Yes, wife ○ Yes, other

36. (Interviewer should note sex of the respondent.)

○ Male ○ Female

37. What is your marital status? (Check one)

○ Single ○ Divorced ○ Other
○ Married ○ Widow - er

38. What is your family income approximately? (Check one)

- ○ Under $3,000 a year
- ○ $3,000 to $4,999
- ○ $5,000 to $6,999
- ○ $7,000 to $9,999
- ○ $10,000 to $14,999
- ○ $15,000 to $19,999
- ○ $20,000 to $29,999
- ○ $30,000 and over
- ○ Refused
- ○ Don't know

This is the end of the questions. I'd like to thank you very much for your help.

CENTER FOR COMMUNICATION RESEARCH

SCHOOL OF COMMUNICATION THE UNIVERSITY OF TEXAS AT AUSTIN AUSTIN, TEXAS 78712

ENCUESTA DE TELÉPHONO DE SAN ANTONIO

Número llamado _____ Fecha _____ Su nombre _____

Hola. Mi nombre es _____ y estoy llamando de parte de la Universidad de Tejas. Nosotros estamos dirigiendo un cuestionario por teléphono al publica general con el proposito de formar una matrícula de opiniones sobre el asunto de varios aspectos de la vida en la ciudad de San Antoñio.

Quizá Vd. ha recibido noticia de nuestro proyecto por varios anuncios públicos en la televisión y los diarios.

Yo apreciará su cooperacíon si mi hiciera el favor de contestar unas preguntas que no tomaran mas que unos pocos minutos.

Su numero de teléphono fue escogido por casualidad de la guia telefónica. Y en effecto cualquier informacíon que Vd. desea revelar sera utilizado en la confidencia y discrecíon mas estricta para preservar la anonamidad de las personas participando en nuestra función.

1. ¿Que tantos años ha residido Vd. en San Antonio? _____

2. ¿Que clase de trabajo hace Vd? (¿Que hizo Vd. antes de retirarse de su trabajo?)

   _____

3. ¿Que es su edad? _____

4. ¿Que grupo de gente tiene mas importancia para Vd? ¿En otras palabras que grupo o organización social, cívico, familiar o de iglesia tiene mas importancia para Vd?

   _____

5. ¿Que grupo piensa Vd. ser de secundaria importancia?

   _____ _____

6. ¿Puede Vd. escoger un tercer grupo?

_____

7. ¿Es Vd. un official de algun organización?

○ No

○ ¿De cual organización? En caso que tiene officio en varios clubs haga favor de indicar el grupo Vd. favorese mas. _____

○ ¿Hay un grupo segundo? _____

○ ¿Un grupo tercero? _____

○ ¿Un grupo que no está mencionado? _____

8. Todos de nosotros conocemos algunos de las problemas de el mundo. ¿Que estima Vd. ser la necesidad mas importante de la nación o de el mundo?

_____

9. ¿Que piensa Vd. ser la mas importante necesidad de San Antonio o de su propio barrio?

_____

10. ¿Que es la mas importante necesidad para Vd. o su familia?

_____

11. ¿Si desea una persona joven quedarse en San Antonio cree Vd. que se debe de entrenar en un trabajo practico o tomar una educacion de collegio?

_____

12. ¿En el pasado cree Vd. que mas gente joven se quedaba en San Antonio despues de acabar su educación secundaria. Cuantos años pasados estima Vd. que fue eso?

_____

13. ¿Cree Vd. que la vida en San Antonio es tan bien por los Negros como para los Blancos?

_____

14. ¿Cree Vd. que la vida es tan bien para el Mejico-Americano como para los Negros?

_____

15. ¿Que es tan bien para los Mejico-Americanos como para los Anglos?

_____

16. ¿Que es tan bien para los ricos como para los pobres?

_____

17. ¿Que es tan bien para los jóvenes como para los ancianos?

_____

18. ¿Porque se queda Vd. en San Antonio?

_____

19. ¿Cree Vd. que muchos jóvenes se van de San Antonio después de terminar con sus educaciones?

_____

20. ¿Porqué?

_____

21. ¿Que mejor amiento en San Antonio piensa Vd. puede aumentar la calidad de la vida para los jóvenes a un estado mas agradable?

_____

22. ¿De donde recibe Vd. las noticias y novedades mas completas de occurencias que suceden en San Antonio?

_____

23. ¿Cuales tres programas de televisión son las más preferidas de Vd?

_____

24. _____

25. _____

26. ¿Como puede Vd. describir las programas que Vd. anticipa ver en KLRN?

_____

27. ¿Cree Vd. que televisión puede ayudar hallar soluciones para las necesidades nacionales y mundiales?

_____

28. (Si la repuesta es si) ¿Cuales necesidades?

_____

29. ¿Piensa Vd. que televisión puede ayudar hallar soluciones para las necesidades de San Antonio o de su propio barrio?

_____

30. (Si la repuesta es si) ¿Cuales necesidades?

_____

31. ¿Cree Vd. que televisión puede hallar soluciones para problemas que se encuentran en su familia o problemas de Vd. mismo?

○ Si ○ No

32. (Si la repuesta es si) ¿Cuales problemas?

_____

33. ¿Que tantos de su relativos residen en San Antonio incluyendo sus suegros?

○ 0 ○ 4-10
○ 1-3 ○ 10 +

34. ¿Que es su raza?

_____

35. ¿Hay mas que una persona en su hogar que tiene un trabajo de paga?

_____

36. ¿Vd. es hombre o mujer?

_____

37. ¿Que es su estado marital?

_____

38. ¿Aproximativamente que es la entrada annual de su familia?

_____

Este es el fin del cuestionario. Estamos sinceramente agradecidos por su cooperación, ayuda, y su pacencia. Gracias.

APPENDIX E

Coding the Austin Poll

We developed the following coding for the responses to the open-ended questions by sorting the actual responses of a ten per cent sample of the respondents. The coding is an empirical content analysis. The codes were then applied to all Austin responses. Similar but independent codes were developed for San Antonio where the questionnaire itself was similar but not identical.

Question 1.

0 = BLANK, no answer, none,

1 = YEAR OR LESS

2 = MORE THAN ONE YEAR BUT LESS THAN FIVE

3 = MORE THAN FIVE YEARS AND LESS THAN TEN

4 = MORE THAN TEN YEARS LESS THAN 20

5 = MORE THAN 20 YEARS

Question 2.

0 = BLANK, nothing, no answer,
(But if nothing, check question 35, and if the age is between 6 and 16, code the respondent as STUDENT)

1 = STUDENT, go to school, grad student

2 = HOUSEWIFE, homemaker, home

3 = UNEMPLOYED

4 = MILITARY, army, navy, air force, marines, etc.

5 = SALES, salesmen, real estate, retail

6 = OFFICE, secretary, clerical, savings and loan

7 = PROFESSIONAL, physician, attorney, accountant, teacher, professor

8 = TECHNICAL, dental hygienist, surveyor, computer programmer

9 = BLUE COLLAR, shop foreman, saw mill, garage

Question 3.

0 = BLANK, none, nothing

1 = RELIGIOUS, church, Church of Redeemer, bible study

2 = FAMILY, family unit

3 = NEIGHBORHOOD

4 = RECREATIONAL, 4-H, Girl Scouts, baseball

Question 4.

0 = BLANK, nothing, don't know
1 = RELIGIOUS, church, Church of Redeemer,
2 = FAMILY, family unit
3 = NEIGHBORHOOD, community
4 = RECREATIONAL, 4-H, Girl Scouts, golf, bowling, bridge
5 = WORK, business
6 = INTEREST, social, senior citizens

Question 5.

0 = BLANK, nothing, don't know
1 = RELIGIOUS, church, Church of Redeemer
2 = FAMILY, family unit
3 = NEIGHBORHOOD, community
4 = RECREATIONAL, 4-H, Girl Scouts, golf, bowling, bridge
5 = WORK, business
6 = INTEREST, social, senior citizens

Question 6.

0 = NO
1 = NEIGHBORHOOD, community
2 = RECREATIONAL, 4-H, Girl Scouts, golf, bowling, bridge
3 = WORK, business

Question 7.

0 = BLANK, nothing, don't know
1 = RELIGION, God, Christ
2 = GOALS, sense of purpose, sense of meaning
3 = GOVERNMENT, leadership, trust in government, change in government
4 = ECONOMY, employment, poverty, price stability
5 = RESOURCES, ecology, energy, food shortage
6 = COMMUNICATION, press, radio
7 = EDUCATION, change in school system
8 = LOVE, kindness, understanding, morality
9 = UNAMERICANISM, socialism, capitalism, enemies, Russia, communists, labor unions

Question 8.

0 = BLANK, nothing, don't know
1 = RELIGION, God, Christ
2 = CRIME, law and order, crack down on rape
3 = PLANNING, design for growth
4 = EDUCATION, schools
5 = GOVERNMENT, new city council, leaders
6 = ECONOMICS, utility rates, taxes
7 = CONTROLS, new people, East Austin
8 = PEOPLE, friends
9 = OTHER

Question 9.

0 = BLANK, nothing, don't know
1 = RELIGION, Christ, faith
2 = ECONOMIC, work, job, lower bills, higher income, food
3 = SHELTER, roof, home, living quarters, sell house
4 = NEIGHBORHOOD, community
5 = RECREATION, tennis
6 = PERSONAL, better life, happy
7 = PEACE, love
8 = OTHER

Question 17.

0 = BLANK, don't know, nothing
1 = GRADUATE, ready for change, finish school
2 = DROP OUTS
3 = BRIGHTEST, educated, skilled, smart
4 = AMBITIOUS, money oriented people
5 = UNHAPPY, don't like Austin, unhappy at home
6 = UNEMPLOYED, can't get job, unsatisfied with opportunities
7 = ETHNIC, Mexican-American
8 = OTHER

Question 18.

0 = BLANK, don't know, nothing
1 = WORK, more jobs, opportunity, industry
2 = RECREATION, more things to do
3 = EDUCATION, training
4 = BEAUTY (of city)
5 = SIZE (of city)
6 = YOUTH, young people, government by young

Question 19.

0 = BLANK, don't know, nothing
1 = NATIVE, born here
2 = EMPLOYMENT, work, job, Air Force
3 = FAMILY
4 = HOUSE, own property
5 = SCHOOL, university
6 = LIKE IT, like Austin, like life style, enjoy, pleasant
7 = RECREATION, tennis, golf
8 = BEAUTY, climate, environment
9 = OTHER

Question 21.

0 = BLANK, nothing, don't know
1 = RELIGION, Christ
2 = LEADERSHIP, strong leader, President, White House
3 = ECONOMICS, money
4 = RESOURCES, fuel, energy
5 = COOPERATION, people working together, peace
6 = COMMUNICATION, better communication
7 = MORALITY, honesty, do away with racism, see other person's point of view
8 = ANTIPATHIES, left wingers, discipline
9 = OTHER

Question 22.

0 = BLANK, don't know, don't care
1 = RELIGION, Christ
2 = EDUCATION, shcool board, public education
3 = GOVERNMENT, leadership, person of importance, city council
4 = PLANNING, problems of growth
5 = SERVICE, public service, cooperation
6 = FACILITIES, parks
7 = COMMUNICATION, group meetings, social communication
8 = CRIME, control crime rate
9 = OTHER

Question 23.

0 = BLANK, don't know, nothing
1 = RELIGION, church, prayer, christ
2 = WORK, job
3 = ECONOMICS, money, financial security
4 = HOUSING
5 = EDUCATION
6 = PERSONAL RELATIONS, care, patience, see other person's point of view
7 = SERVICE, discover something helpful to man
8 = COMMUNICATION
9 = OTHER

Question 24. SAME CODE ALSO FOR QUESTION 25

0 = BLANK, don't know, nothing
1 = NEWS, Today, 60 Minutes, Sevareid
2 = SPORTS, olympics, baseball
3 = RELIGIOUS, Oral Roberts
4 = SITUATION COMEDY, Rhoda, Barny Miller, All in the Family, MASH, Newhart, Happy Days
5 = FAMILY, Waltons, Little House on the Prairie
6 = POLICE AND ACTION, Harry O, SWAT, Mystery Movie, Barnaby Jones, Bionic Woman
7 = VARIETY, MUSICAL, AND TALK, Johnny Carson, Lawrence Welk
8 = GAMES, quiz shows, Match Game, Almost Anything Goes
9 = OTHER

APPENDIX F

SAN ANTONIO POLL

TO: All coders

From: Lynn Pulford

The following is the code sheet for the KLRN poll of the San Antonio area. Each question is listed by number. The Optical Scanning column in which the question is to be coded is listed after the question number as O.S.# X. For some questions, more than one Optical Scanning column is required. In these cases, please be sure both columns are filled in accurately (if, for example, in question #1, the years of residence equal seven, the first of the two columns should contain a 0 and the second a 7). If the question is answered as a No Response, Don't Know, or otherwise not answered, LEAVE THE OPTICAL SCANNING COLUMN BLANK unless otherwise instructed on the coding sheet for that particular question.

ACCURACY IS OF THE UTMOST IMPORTANCE

Thank you very much for your time and cooperation.

OPTICAL SCANNING CODE FOR SAN ANTONIO POLL

O.S.# = OPTICAL SCANNING Column Number

O.S.# 1 and 2 and 3 are used to record the Code number of the Questionnaire (001, 002, 003, etc.)

Question 1. = O.S.#4 and 5 (two optical scanning columns)
Number of years residing in San Antonio (i.e. 07, 15, etc.)
Less than one, code 00

Question 2. = O.S.# 6
(Blank = Other, Don't Know, No Response)
0 = STUDENT, go to school, grad student
1 = HOUSEWIFE, homemaker, home
2 = UNEMPLOYED
3 = MILITARY, army, navy, air force, marines, etc.
4 = SALES, salespersons, real estate, retail
5 = OFFICE, whitecollar, secretary, clerical, savings and loan
6 = PROFESSIONAL, physician, attorney, accountant, teacher, professor,
7 = TECHNICAL, dental hygienist, surveyor, computer programmer
8 = BLUE COLLAR, shop foreman, saw mill, garage, construction
9 = RETIRED

Question 3. = O.S. # 7 and 8 (two O.S. columns)
one column for each digit in age (1 = 01, 49 = 49, etc.)

Question 4, 5, 6 = O.S. #9, 10, 11 (one for each question)
0 = RELIGIOUS, church, Church of Redeemer, Bible study
1 = FAMILY, family unit
2 = NEIGHBORHOOD, community
3 = RECREATIONAL, interest, 4-H, Girl Scouts, baseball, social clubs, senior citizens, dance clubs, etc.
4 = WORK, business associates
5 = FRIENDS
6 = SCHOOL
7 = OTHER, Don't Know

Question 7. = O.S.# 12 (Check back to answers in Q.4, 5, 6) (highest group) ?
0 = NO
1 = NEIGHBORHOOD, community, PTA
2 = RECREATIONAL, interests, fraternal clubs, 4-H, etc.
3 = WORK, business
4 = CHURCH, religion
5 = SCHOOL
6 = OTHER

Question 8. = O.S.# 13
0 = RELIGION, God, Christ
1 = CRIME, neighborhood safety, police work
2 = SOCIAL, change welfare system, decrease population, etc.
3 = ECONOMY, employment, poverty, price stability
4 = GOVERNMENT, leadership, trust in govn't, change in govn't
5 = COMMUNICATION, press, radio
6 = PERSONAL & INTERPERS. GOALS, love, kindness, understanding, morality, peace, friendship

(cont. on next page)

7 = EDUCATION, change in school system
8 = RESOURCES, ecology, energy, food shortage, pollution
9 = UNAMERICANISM, socialism, capitalism, enemies, Russia, communists, labor unions

Question 9. = O.S.# 14
0 = RELIGION, God, Christ
1 = CRIME, law and order, crack down on rape
2 = PLANNING, CONTROL, design for growth, new people, pollution, medical care, streets
3 = ECONOMICS, utility rates, taxes, employment, higher wages, security
4 = GOVERNMENT, new city council, leaders
5 = RECREATION, more parks, clubs for young people, etc.
6 = PEOPLE, interpersonal relationships, friends, love
7 = EDUCATION, schools
8 = OTHER, Don't Know

Question 10. = O.S.# 15
0 = RELIGION, Christ, faith
1 = NEIGHBORHOOD, community, friends
2 = SHELTER, roof, home, living quarters, sell house
3 = ECONOMIC, work, job, lower bills, higher income, food, security
4 = RECREATION, tennis
5 = COMMUNICATION, understanding one another
6 = INTERPERSONAL-, better life, peace, love, happy, health
7 = EDUCATION, schools
8 = OTHER, Don't Know

Question 11 = O.S.# 16
0 = SKILLED JOB
1 = COLLEGE DEGREE
2 = OTHER
3 = Don't Know

Question 12. = O.S. # 17
0 = NO
1 = 0-5 yrs.
2 = 6-10 yrs.
3 = 11-15 yrs.
4 = 16-20 yrs.
5 = over 20
6 = Don't Know

Question 13, 14, 15, 16, 17 = O.S.# 18, 19, 20, 21, 22 (one per question)
0 = YES
1 = NO
2 = DON'T KNOW

Question 18 = O.S.#23
0 = NATIVE, born here, long time resident
1 = EMPLOYMENT, work, job, Air Force
2 = FAMILY
3 = HOUSE, own property
4 = SCHOOL, university

(cont. on next page)

5 = LIKE IT, like San Antonio, like life style, enjoy, pleasant, retired here
6 = RECREATION, tennis, golf
7 = BEAUTY, climate, environment
8 = SPECIAL FACILITIES, medical
9 = OTHER

Question 19 = O.S.# 24
0 = YES
1 = NO
2 = DON'T KNOW

Question 20 = O.S.#25
0 = GRADUATE, ready for change, finish school, educated
1 = DROP OUTS
2 = BRIGHTEST, skilled, smart
3 = AMBITIOUS, money oriented people
4 = UNHAPPY, don't like San Antonio, unhappy at home
5 = UNEMPLOYED, can't get job, unsatisfied with opportunities
6 = MEXICAN-AMERICAN
7 = BLACKS
8 = WHITES
9 = OTHER

Question 21 = O.S.# 26
0 = OK, San Antonio is fine as is
1 = WORK, more jobs, opportunity, industry
2 = RECREATION, more things to do
3 = EDUCATION, training
4 = BEAUTY (of city)
5 = SIZE (of city)
6 = YOUTH, young people, government by young
7 = LOWER PRICES
8 = BILINGUAL EMPHASIS
9 = OTHER

Question 22 = O.S.#27
0 = NEWSPAPERS
1 = RADIO
2 = TELEVISION
3 = MINISTER or CHURCH FRIENDS
4 = SOCIAL CONTACTS, friends
5 = BUSINESS CONTACTS, work associates
6 = MASS MEDIA
7 = OTHER

Question 23, 24, 25 = O.S.# 28, 29, 30 (one per question)
0 = MOVIES
1 = NEWS, Today, 60 Minutes, Sevareid
2 = SPORTS, OLYMPICS, Monday Night Football, baseball, etc.
3 = RELIGIOUS, Oral Roberts
4 = SITUATION COMEDY, Rhoda, Barney Miller, All in the Family, MASH, Newhart, Happy Days
5 = DRAMA, Rich Man, Poor Man, soap operas, Waltons, Little House on the Prairie

(cont. on next page)

6 = POLICE AND ACTION, Harry O, SWAT, Mystery Movie, Barnaby Jones, Bionic Woman
7 = VARIETY, MUSICAL, AND TALK, Johnny Carson, Lawrence Welk
8 = GAMES, quiz shows, Match Game, Almost Anything Goes
9 = OTHER

Question 26 = O.S.# 31
0 = CAN'T GET CHANNEL 9, don't watch it, don't know
1 = EDUCATIONAL, Science programs
2 = CULTURAL, intellectual, high-brow, high level
3 = PLEASING, nice, beautiful, good
4 = GOOD FOR KIDS
5 = NEGATIVE COMMENTS, boring, dull
6 = OTHER

Question 27 = O.S.#32
0 = YES
1 = NO
2 = Don't Know or No Response

Question 28 = O.S.# 33
0 = ADS
1 = EDUCATION
2 = PUBLIC ISSUE AWARENESS, politics, health, economics, international
3 = CAMPAIGN FOR SOCIAL CHANGE, propaganda, strong political position statements
4 = EMERGENCY NEWS BROADCASTS
5 = SPREAD INFORMATION, speed of communication
6 = ENTERTAINMENT, fights loneliness
7 = SOCIALIZATION, role training, antiviolence
8 = RELIGION
9 = OTHER

Question 29 = O.S.#34
0 = YES
1 = NO
2 = Don't Know or No Response

Question 30 = O.S.#35
(code same as Q. 28)

Question 31 = O.S.# 36
0 = YES
1 = NO
2 = Don't Know or No Response

Question 32 = O.S.#37
(code same as Q. 28)

Question 33 = O.S.#38
0 = NONE
1 = 1-3
2 = 4-10
3 = over 10

Question 34 = O.S.#39
0 = BLACK
1 = WHITE
2 = MEXICAN-AMERICAN
3 = OTHER

Question 35 = O.S.#40
0 = NO
1 = Husband or Wife
2 = CHILDREN
3 = OTHER MEMBER
4 = No Response, Refusal

Question 36 = O.S.#41
0 = MALE
1 = FEMALE

Question 37 = O.S.#42
0 = SINGLE
1 = MARRIED
2 = DIVORCED
3 = WIDOW (ER)
4 = OTHER

Question 38 = O.S.#43
0 = UNDER $5,000 A YEAR
1 = $5,001 to $10,000
2 = $10,001 to $20,000
3 = $20,001 to $29,999
4 = OVER $30,000
5 = REFUSED
6 = DON'T KNOW

THE UNIVERSITY OF TEXAS AT AUSTIN
CENTER FOR COMMUNICATION RESEARCH
AUSTIN, TEXAS 78712

Office of the Director
CMA 7.214
AC 512-471-4821

APPENDIX G

Dear

We need your expert advice. In collaboration with KLRN television and under the sponsorship of the Corporation for Public Broadcasting, we have just finished a telephone survey of 449 persons in Austin and 664 in San Antonio. As you may know federal law requires all broadcasters plan their programming to meet the needs and interests of the community they serve. We're developing a way to do this better.

The next step in our study calls for a "panel" of about 30 well-informed persons in leadership positions in San Antonio and 30 in Austin to review the findings of the survey.

Would you take a few minutes to review the enclosed material? One of our staff will telephone you during business hours sometime during the next two weeks to ask which opinions, if any, represented in the enclosed materials are the same as yours or those of people like you.

The call will take no more than ten minutes of your time. We welcome written responses if that is more convenient for you.

Your responses will not be identified by name or job in our report or in any other publication, so we would appreciate complete candor.

Thank you very much for the help you can give us in this community study.

Sincerely yours,

Alfred G. Smith
Professor and Director

AGS:js

APPENDIX H

Austin Survey Results
Panelist Evaluation Form

Please consider whether the response to the following questions accurately represents Austin as you see it. Does any response seem much too high or too low?

[Note: All responses are percentages. Percentages must differ by six points or more to be considered statistically significant. All questions were open-ended and the responses were recorded in the words of the person being interviewed. These were later grouped into the categories you see below.]

Question #1: What do you think is the most important national or world-wide need?

1. Love, kindness, understanding, peace (37.2)
2. Better economic conditions, poverty, unemployment (13.9)
3. Better government, new leaders, etc. (13.9)
4. Shortage or pollution of resources (12.5)
5. Social problems, welfare, population control (10.9)
6. More religion (7.1)
7. Better media communication (1.6)
8. Better education (1.6)
9. Goals, sense of purpose (1.4)

Order of first 3 responses by ethnic group

Blacks: 1 -- (43.3); 2 -- (16.7); 3 -- (13.3)
Whites: 1 -- (35.5); 3 -- (14.5); 2 -- (13.8)
Mexican-Americans: 1 -- (53.8); 2 and 8 -- (15.4)

Question # 2: What do you think is the most important need of Austin or your own neighborhood?

1. Planning, design for growth, care of streets, etc. (20.8)
2. Economics, utility rates, taxes, employment, etc. (20.5)
3. Better government, better local leaders (10.8)
4. Better interpersonal relationships, love, friends (10.2)
5. Crime control (8.7)
6. Better education, better schools, teachers (5.4)
7. Better recreation facilities (5.4)
8. More religion (4.8)

Blacks: 4 -- (31.3); 1 -- (15.6); 7 -- (12.5)
Whites: 2 -- (21.7); 1 -- (21.4); 3 -- (11.4)
Mexican-Americans: 1 -- (26.7); 2 and 4 -- (20.0)

Question # 3: What is the most important need for you or your family?

1. Economic, job, lower bills, food, security (42.7)
2. Personal needs, happiness, health, etc. (27.7)
3. Religion (7.0)
4. Peace, love (6.7)

5. Good neighborhood or community (5.7)
6. Better interpersonal communication, understanding (4.0)
7. Good recreation facilities (3.3)
8. Shelter, decent place to live (3.0)

Blacks: 1 -- (51.4); 2 -- (17.1); 3 and 5 -- (8.6)
Whites: 1 -- (42.3); 2 -- (29.7); 3 -- (7.3)
Mexican-Americans: 1 -- (38.5); 2 -- (23.1); 4 -- (23.1)

Question #4: Is life in Austin just as good for Blacks as for Whites?

Responses: Yes (44.3); No (33.7). Blacks say yes 61.1 and no 30.6. Whites say yes 41.3 and no 34.8. Mexican-Americans say yes 70 and no 15.

Question #5: Is life in Austin just as good for Mexican-Americans as for Blacks?

Responses: Yes (61.6); No (16.1). Blacks say yes 77.8 and no 13.9. Whites say yes 58.6 and no 17. Mexican-Americans say yes 80 and no 5.

Question #6: Is life in Austin just as good for Mexican-Americans as for Anglos?

Responses: Yes (38.2); No (43.6). Blacks say yes 51.4 and no 40. Whites say yes 36.4 and no 44.1. Mexican-Americans say yes 45 and no 45.

QUESTIONS TO CONSIDER

1. Which three needs of Austin do you consider most important?
2. Can KLRN help in any way to meet these needs?
3. How?
4. To your knowledge, has KLRN done anything to help meet these needs in the past?

Thank you for your help!

APPENDIX I

San Antonio Survey Results

Panelist Evaluation Form

Please consider whether the response to the following questions accurately represents San Antonio as you see it. Does any response seem much too high or too low?

[Note: All responses are percentages. Percentages must differ by six points or more to be considered statistically significant. All questions were open-ended and the responses were recorded in the words of the person being interviewed. These were later grouped into the categories you see below.]

Question #1: What do you think is the most important national or world-wide need?

Responses:
1. Better interpersonal relations, love, peace, understanding (27.9)
2. Better economic conditions (17.8)
3. Shortage or pollution of resources (13.6)
4. Better media communication (12.6)
5. Better government; new leaders (10.6)
6. Social problems, welfare, population control (8.1)
7. More religion (4.3)
8. Crime problem (2.8)
9. Better education, better schools, teachers (2.5)

Order of first three responses by ethnic group
Blacks: 1 -- (33.3); 4 -- (21.6); 2 -- (17.6)
Whites: 1 -- (29.8); 2 -- (16.9); 3 -- (13.4)
Mexican-Americans: 2 -- (22.6); 1 -- (21.7); 4 -- (20.9)

Question # 2: What do you think is the most important need of San Antonio or your own neighborhood?

1. Economics, utility rates, taxes, employment, etc. (32.7)
2. Planning, design for growth, care of streets, etc. (23.6)
3. Crime control (13.9)
4. Better interpersonal relationships, love (9.1)
5. Better government, better local leaders (7.2)
6. Better recreation facilities (6.2)
7. Better education, better schools, teachers (4.6)
8. More religion (2.7)

Blacks: 1 -- (35.0); 2 -- (23.6); 3 -- (17.5)
Whites: 1 -- (31.3); 2 -- (23.2); 3 -- (14.2)
Mexican-Americans: 1 -- (35.8); 2 -- (23.2); 3 -- (10.5)

Question: #3: What is the most important need for you or your family?

1. Economic, job, lower bills, food, security (43.9)
2. Personal needs, peace, love, friends, health, etc. (32.7)
3. Better communication with others, understanding (7.4)
4. Good or better education (5.8)
5. Shelter, decent place to live (3.4)
6. Recreation facilities (2.7)
7. Religion (2.2)

8. Good neighborhood or community (1.8)

Blacks: 1 -- (60.5); 2 -- (23.7); 3 -- (7.9)
Whites: 2 -- (38.1); 1 -- (37.7); 3 -- (8.9)
Mexican-Americans: 1 -- (54.7); 2 -- (19.8); 4 -- (12.8)

Question #4: Is life in San Antonio just as good for Blacks as for Whites?

Responses: Yes (62.0); No (21.2). Blacks said yes 55.8 and no 25.8. Whites said yes 58.2 and no 23.2. Mexican-Americans said yes 77.8 and no 13.7.

Question #5: Is life as good for Mexican-Americans as for Blacks?

Responses: Yes (70.9); No (17.2). Blacks said yes 57.7 and no 23.1. Whites said yes 69.1 and no 16.1. Mexican-Americans said yes 81.2 and no 13.7.

Question #6: Is life as good for Mexican-Americans as for Anglos?

Responses: Yes (65.1); No (26.5). Blacks said yes 59.6 and no 23.1. Whites said yes 62.4 and no 28.5. Mexican-Americans said yes 73.7 and no 25.4.

QUESTIONS TO CONSIDER

1. Which three needs of San Antonio do you consider most important?
2. Can KLRN help in any way to meet these needs?
3. How?
4. To your knowledge, has KLRN done anything to help meet these needs in the past?

Thank you for your help!

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APPENDIX J

To: CCR Staff
From: Cheryl Briggs
Re: Telephone poll of San Antonio

In order to obtain a sample of 500 questionnaires that aproximately corresponds characteristically to the total population of Bexar County in San Antonio we need 500 questionnaires with the following breakdown in characteristics:

Male = 245; 49% Female = 255; 51%

Anglo = 235; 47% Mexican-American = 225; 45% Other = 40; 8%

Age*

10-14 = 75; 15% 15-24 = 125; 25% 25-34 = 75; 15% 35-44 = 70; 14%
45-54 = 65; 13% 55-64 = 45; 9% 65-74 = 30; 6% 75+ = 15; 3%

Occupation*

Housewives = 80; 16% Professional and non-professional = 237; 47.4%
Students = 105; 21% Retired = 30; 6% Unemployed = 48; 9.6%

Income

Less than $3,000 = 63; 12.6% $3-4,999 = 67; 13.4% $5-6,999 = 79; 15.7%
$7-9,999 = 109; 21.8% $10-14,999 = 107; 21.4% $15,000+ = 75; 15%

*These percentages are of the total population aged 10 and above.

These percentages need not be matched exactly but should be fairly close to give us a representative sample, with the exception of the occupation category. In this category it was difficult to come up with very accurate statistics as our terminology did not match that of the census reports.

In a tally of 655 surveys as of 9-10-76 we found the following breakdown in categories:

Male = 207; 31.6% Female = 447; 68.2%

Anglo = 463; 70.5% Mexican-American = 122; 18.6% Other = 73; 11%

Age

10-14 = 22; 3% 15-24 = 133; 20% 25-34 = 158; 24% 35-44 = 81; 12.4%
45-54 = 83; 12.7% 55-64 = 76; 11.6% 65-74 = 60; 9% 75+ = 29; 4%
NR = 16; 2%

Occupation

Housewives = 170; 26% Professional and non-profesional = 282; 43%
Students = 99; 15% Retired = 84; 13% Unemployed = 17; 2.6% and Other

Income

Less than $3,000 = 16; 2% $3-4,999 = 24; 3.6% $5-6,999 = 33; 5%
$7-9,999 = 57; 8.7% $10-14,999 = 105; 16% $15,000+ = 189; 29%
Don't know and refused = 230; 35%

The percentages given are of the total number (655) of surveys obtained. Obviously, our greatest need is for more men, Mexican-Americans, those aged 10-14 (and possibly others when the sample is cut down), students and unemployed, and lower-income people. It is possible that part of our lack in lower-income groups is due to the possibility that many of these individuals are strictly Spanish-speaking in San Antonio. Hopefully, Dr. Smith will be able to get us some Spanish-speaking high school students to help us fill in these groups. We will probably need aproximately two to three hundred more questionnaires to give us a workable sample.

APPENDIX K

QUESTION # 1

9 Panclists agreed with the results.

1 Panclist did not agree with the results.

comments

1 Panclist thought that the results were nebulous.

3 Panclists were either impressed or surprised by the data.

QUESTION #2

1 Responsable Taxes and Utilities, i.e., reasonable rates.

1 Maintaining a Healthy City Economy.

1 Taxes.

1 Economic opportunity.

1 Greater opportunity for equal opportunity for Blacks.

2 Better Economic conditions.

2 Lower utility rates.

3 Full employment.

2 Planning.

2 Growth with Economic stability.

2 Design for growth preserving the environment.

1 Health

1 Crime Control.

1 Community Housing.

1 Panelist could not say since needs are group defined, and therefore relative.

1 Stabilty in local Government.

1 Better Government leaders.

1 Austin needs a plan for Mass Transit.

1 Communication.

1 Cross cultural and intercultural communication between people.

1 Better understanding among peolpe, tolerance, community involvment.

1 More concern for community input and municipal judgement review.

2 Education.

2 Community awareness of court ordered desegration in schools.

1 Better schools, daycare centers, health care, mental health, etc.

QUESTION # 3

11 Respondents answered YES.

2 Answered that it was possible, or were uncertain.

QUESTION # 4

With Educational programs for an informed citizenry.

Programs which present problems and various solutions to them, with multiple points of view represented. The problems of the minorities, the poor, the elderly, those with health problems etc., should be presented.

Informed objective reporting.

By what we are doing-bilingual programs are good.

Programming that points out existing problems, rather than theoretical problems.

Does not Know.

Likes present programming, especially specific and specialized information, i.e., material which cannot be seen on commercial T.V..

More information dissemination on community topics.

Public information, leadership and good spirit in the schools etc. over desegration in the schools.

Keep up community programs-weakness of the station is a problem.

More delving into what is governing the educational system and what is going on in local government.

Develop teaching programs for older children and adults-do topics of areas of life in Austin presenting several sides, i.e., all sides of the bussing issue and quality schools.

QUESTION #5

9 Panelists responded YES to this queation.

3 Panelists did not know.

comments-i.e., many have been good; could do more; promote educational interest, bilingual education .

Answers to K.L.R.N. Panel Survey
San Antonio

APPENDIX L

QUESTION # 1

7 Panclists entirely agreed with the results.

3 Panclists thought that responce number one should be a slightly higher percentage.

7 Panclists thouhgt that we could put complete faith in our data.

QUESTION # 2

6 Better economic conditions.

5 Crime control.

3 Lower utility rates.

5 City planning for City growth.

1 Leadership.

1 Better housing.

1 Development of the Downtown Area.

1 Adult Education- Mexican-American population emphasized.

1 Upward mobility for Mexican-Americans.

1 More confidence in public institutions.

1 Better understanding of minority relations.

1 Providing mediation beyween conflict of interest groups.

1 Has no idea whether economic, cultural, or educational needs are more important.

1 Street repairs.

1 Increased public understanding.

1 Education.

1 More neighborhood services provided by the city.

QUESTION # 3

10	Panelists replied YES to this question.
2	Panelists had no opinion.

QUESTION # 4

1	By mediating disputes via transmission of information and bringing opposing viewpoints into focus; this includes airing debates on important community issues.
1	Televised seminars which would focus on specific problem areas of the City.
2	By continuing to produce high quality programs, especially for children.- at the 7th grade level and also geared for average citizens and not educated sophisticates.
3	By providing public informetion.
2	By continuing to broadcast good reporting and good educational programs.
1	Educational programs for the adult population.
1	Better funding.
1	Creation of programs aimed towards more balanced public relations and increased communication between conflicting interest groups.

QUESTION # 5

8	Panelists responded YES to this question.
3	Panelists responded NO to this question.

APPENDIX M

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